

# Childminder Report

**Inspection date**

17 September 2015

Previous inspection date

28 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

**This provision is outstanding**

- The childminder undertakes regular training and stays up to date with best practice through a wide range of links with colleagues, locally and nationally. This has a very positive impact on the quality of the provision overall. The childminder meets the requirements of the Early Years Foundation Stage extremely well.
- Many years of listening to parents and their children, reflection and evaluation result in high quality services, which the childminder continues to improve.
- The childminder's swift intervention and planning for children's individual needs ensure she helps them make the best possible progress in their learning and development.
- The childminder has an excellent understanding of her role and responsibilities in protecting children from harm. She has effective procedures in place to safeguard children and knows the correct procedures to follow if she has concerns about a child in her care.
- Children are confident and happy. They have warm relationships with the childminder, who is very calm, kind and attentive to their needs. She nurtures children's emotional well-being and helps them feel confident to have a go at new experiences at her home and when they explore their local community.
- The childminder has excellent and trusting relationships with parents and carers. They easily engage in their children's learning and continue to celebrate children's interests and achievements at home. Older children, parents, grandparents and neighbours write extremely positively about their caring, supportive and fun-loving childminder.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen partnerships with parents to help them understand all aspects of early years education.

### Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's safety, welfare and learning.
- The inspector reviewed records and procedures relating to safeguarding, risk assessment, health and safety, and discussed a range of other procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and how she exchanges information with parents.
- The inspector reviewed written communication from parents, grandparents, and local early years teachers, as well as from some of the older children who attend.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Children make excellent progress, responding to the childminder's inspirational teaching and in-depth knowledge of their individual needs and achievements. The childminder demonstrates an exceptional commitment when working with other professionals, agencies and parents. This helps her secure any additional support that children require promptly. As a result, children embrace the next stage in their learning with the skills and attitudes they need to succeed. The childminder undertakes regular training and stays up to date with best practice through highly effective links with other childminders, schools and professional organisations. This has a very positive impact on the quality of her provision for children and their families. Safeguarding is highly effective. The childminder is quick to respond to new guidance and uses her contacts to work out how to put new ideas into practice.

### Quality of teaching, learning and assessment is outstanding

The childminder's daily observations and assessments give her a valuable insight into how each child learns best. This information helps her include many opportunities for children to progress towards the next steps in their learning. As a result, children's play is creative, challenging and rewarding. The childminder carefully chooses high quality toys that promote all areas of children's development. She places them where children can see and reach them, capturing their interests and providing the motivation for them to explore, investigate and practise new skills. The childminder organises her garden to provide a wealth of physical and imaginative play areas for children. For example, they learn to climb the pirate ship, press levers to make diggers scoop and drop dried pasta, and pour tea for each other in the playhouse. The childminder is highly effective in monitoring and improving opportunities for children to play and learn.

### Personal development, behaviour and welfare are outstanding

The childminder is exceptionally well thought of by the children and their families. She works closely with parents to share information and promote continuity in learning and care. However, she does not share all information about any additional funding that may be available for their children. Children thrive in her care, as she provides affection and challenge. Highly engaging and exciting craft activities build on children's experiences in the community and provide a focus for teamwork and sharing. For example, the childminder skilfully links children's understanding of growing and harvesting vegetables at the allotment with sharing food with different groups of people who need it. The childminder consistently encourages respectful attitudes. Children behave extremely well for their ages and are highly cooperative.

### Outcomes for children are outstanding

Children from this setting acquire many skills to help them enter school confidently, with positive attitudes to others. They gain the attitudes they need to start their next journey in

learning.

## Setting details

<b>Unique reference number</b>	EY234378
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1012092
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28 June 2010
<b>Telephone number</b>	

The childminder registered in 2002. She lives in Four Marks, near Alton in Hampshire. The childminder operates her service all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3.

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